

# **2008 and Beyond:**

# **Washington State High School**

# **Graduation Requirements**

By

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State Board of Education

**September 2005**

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The **bolded** text I consider “The True North” of education reform.

## RCW 28A.150.210

**The goal of the Basic Education Act** for the schools of the state of Washington set forth in this chapter **shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives.** To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:

(1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;

(2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;

(3) Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and

(4) Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

<b>RCW 28A.230.120</b>
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“(1) School districts shall issue diplomas to students signifying graduation from high school upon the students’ satisfactory completion of all local and state graduation requirements. Districts shall grant students the option of receiving a final transcript in addition to the regular diploma.”

<b>RCW 28A.230.010</b>
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“School district boards of directors shall identify and offer courses with content that meet or exceed:

- (1) The basic education skills identified in RCW 28A.150.210 (i.e., Student Learning Goals);
- (2) the graduation requirements under RCW 28A.230.090 (WAC 180-51-050 and 180-51-061); and
- (3) the courses required to meet the minimum college entrance requirements under RCW 28A.230.130.

Such courses may be applied or theoretical, academic or vocational.”

<b>WAC 180-51-025</b>
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The content of courses and the determination of which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement shall be determined locally in accordance with written policies adopted by boards of directors of districts: Provided, That if a foreign language graduation requirement is established, credits earned in American sign language shall count toward the completion of the requirement.

## STATE BOARD OF EDUCATION

**HEARING TYPE:**     \_\_\_ INITIAL CONSIDERATION  
                      \_\_\_ X PUBLIC HEARING/ADOPTION CONSIDERATION  
                      \_\_\_ PUBLIC HEARING AND EMERGENCY ADOPTION  
                      \_\_\_ CONSENT AGENDA  
                      \_\_\_ INFORMATION/ACTION  
                      \_\_\_ INFORMATION/NO ACTION

**DATE:**           JUNE 16-17, 2005

**SUBJECT:**       DEFINING YEAR OF GRADUATION AND APPLICABLE GRADUATION  
                      REQUIREMENTS

**SERVICE UNIT:**   State Board of Education  
                      Larry Davis, Executive Director

**PRESENTER:**       Larry Davis, Executive Director  
                      State Board of Education

### **RECOMMENDATION:**

It is recommended that the State Board of Education adopt the proposed amendments to SBE Policy: **WAC 180-51-035 Applicable standards for graduation for students under age twenty-one—Applicable standards for graduation for students age twenty-one or older—Amendments to this chapter**, as presented herein. Said amendments shall become effective 31 days after filing with the State Code Reviser pursuant to RCW 34.05.380.

### **BACKGROUND:**

A number of questions from the field have been posed recently, from the field, regarding the assignment of minimum graduation requirements to students and the students' assigned year of graduation. All students entering a high school program in Washington State must be assigned a graduation year as required by Washington State administrative code and the federal No Child Left Behind Act.

**SUMMARY:**

Once students are assigned a graduation year, they will be aligned to the requirements for that specific graduating class and subject to the provisions of WAC 180-51-035.

Students shall be assigned an expected graduation year based on:

- a) The year they commence 9th grade;
- b) A transcript evaluation for transfer students;
- c) An Individualized Education Program (IEP) team determination for students eligible for special education.

Students shall have the right and the obligation to meet the minimum graduation requirements in place for their expected graduation year designated at the time they enter a district high school, regardless of what year they actually graduate.

Students entering 9<sup>th</sup> grade in the 2004-05 school year are assigned a graduation year of 2008 (four years). Students who take more time to graduate are grandfathered into the requirements for their assigned graduation year. Students who take less time to graduate are still expected to meet the minimum graduation requirements for their assigned graduation class. The requirements for the graduation year stay with the student throughout their high school experience regardless of the length of time it takes to graduate.



AMENDATORY SECTION

**WAC 180-51-035 Applicable standards for graduation—  
Amendments to this chapter.** (1) All students entering a high school program in Washington state shall be assigned an expected graduation year as required by federal law and this section. Once students are assigned a graduation year, they will be aligned to the requirements for that specific graduating class and subject to the provisions of this section.

(a) Students shall be assigned an expected graduation year based on the year they commence 9th grade, or for out-of-district and out-of-state transfer students, based on local district policy: Provided, That the expected graduation year for students receiving special education services shall be assigned and based on an Individualized Education Plan (IEP) team determination in the year in which the student turns sixteen.

(b) Students shall have the right and the obligation to meet the minimum graduation requirements in place for their expected graduation year designated at the time they enter a district high school, regardless of what year they actually graduate.

(2) A student under age twenty-one shall have the right to graduate in accordance with the graduation year standards in effect for the school of graduation for any year since such student commenced the ninth grade or the equivalent of a four-year high school program and until the student turns age twenty-one.

((+2+)) (3)(a) A student age twenty-one or older who earns a high school diploma through the adult high school completion option under WAC 180-51-053 shall be required to meet the state minimum graduation credit requirements under WAC 180-51-060 or 180-51-061, depending on when the student began their high school program. Such students shall not be required to meet the following state minimum graduation requirements under WAC 180-51-061: Certificate of academic achievement or certificate of individual achievement;

(b) The state board of education reserves the prerogative to determine if and when the waived requirements under (a) of this subsection shall be required to earn an adult high school completion diploma.

((~~3~~)) (4) All subsequent amendments to this chapter and all subsequent local standards shall apply prospectively to the students who enter the ninth grade or begin the equivalent of a four-year high school program subsequent to the amendments.

## **WAC 180-51-001**

**WAC 180-51-001 Education reform vision.** (1) The state is shifting from a time and credit-based system of education to a standards and performance-based education system. Certain ways of thinking about time must shift in order to support the on-going implementation of school reform. The board's long-term vision of a performance-based education system includes:

(a) No references to grade levels or linking a student's educational progress to a particular age. Instead, learning is viewed in terms of developmental progress, academically and vocationally, so that while the curriculum may be sequential the student moves through it at her or his developmental pace, regardless of age;

(b) An understanding that in the absence of other important information, a student's grade point average and performance on the Washington assessment of student learning do not provide a complete picture of the student's abilities and accomplishments;

(c) An understanding that our concept of school needs to expand and take into account that education and learning are about connected learning experiences, which can and do occur inside and outside the physical boundaries of a school building; and

(d) An understanding that students do not all learn in the same way (there are multiple learning styles), that teachers do not all instruct in the same way (there are multiple teaching styles and strategies), and these facts suggest that it should be possible to assess students' performance and achievement in multiple ways while maintaining common, high expectations and standards for learning.

(2) Long-term, as the performance-based education system continues to evolve, the state board of education believes that there should be an on-going review of assessment administration issues. The state board envisions a time when state assessments are administered during one or more assessment windows annually. During these times, students are allowed to take the appropriate norm-referenced or criterion-referenced state assessment based upon the collective determination by the student, the student's parent(s), teacher(s), and counselor that the student is developmentally ready to take the assessment, rather than because the student is a particular age or is in a particular grade.

## WAC 180-51-003

**WAC 180-51-003 Intent of graduation requirements.** (1) The state board of education is responsible for establishing minimum high school graduation requirements that appropriately balance:

- (a) Statewide public expectations for all graduating students;
- (b) High, meaningful, and fair requirements every student can meet;
- (c) The unique characteristics of and differing resources among the two hundred ninety-six school districts and over three hundred high schools in Washington; and
- (d) Recognition that some students' educational plans may not include college or may include application for admission to a postsecondary institution one year or more after being granted a high school diploma.

(2) In order to support the continuing refinement of the standards and performance-based system of education, encourage and facilitate local innovation, and realize the vision under WAC [180-51-001](#), it is the intent of the state board of education to enact changes that will:

(a) Align the statewide minimum high school graduation requirements with the goal of the basic education act under RCW [28A.150.210](#) and the mission of the common school system under WAC [180-40-210](#);

(b) Allow districts the optional discretion to define and award high school credit based on demonstrated performance that is not tied to a state minimum number of hours of instruction or instructional activities;

(c) Assure that the essential academic learning requirements developed under RCW [28A.655.060](#) (3)(a) and [28A.655.070](#) (2) are taught in the high school curriculum;

(d) Assure that students are aware of the connection between their education and possible career opportunities as referenced in RCW [28A.150.210](#) (4) and WAC [180-57-090](#); and

(e) Assure that students are provided the opportunity to effectively prepare for the secondary Washington assessment of student learning and earn the certificate of mastery required under RCW [28A.655.060](#) (3)(c), recognizing that the certificate of mastery, along with other state and local requirements, represents attainment of the knowledge and skills that are necessary for high school graduation.

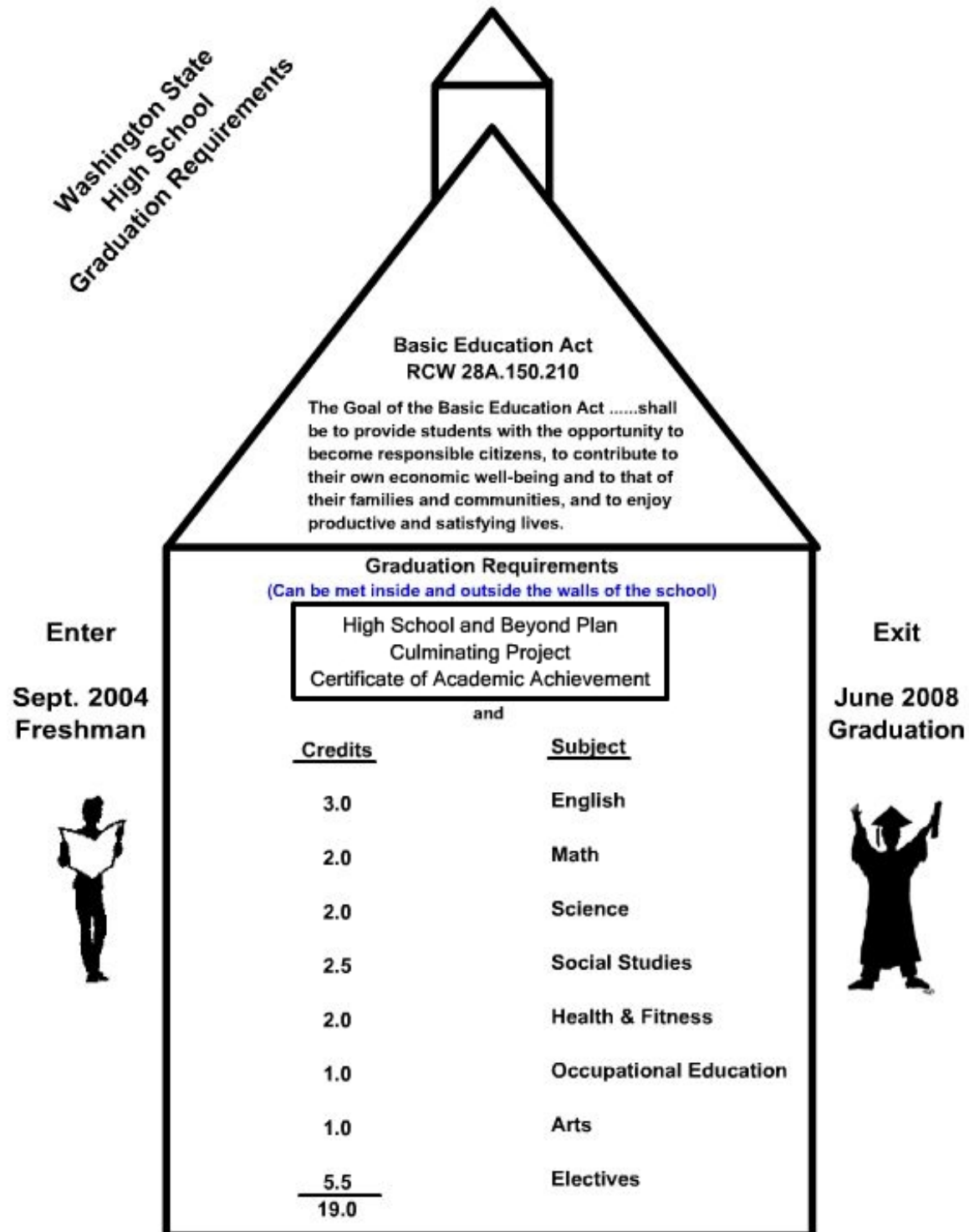
(3) It is the state board's view that the creative development and application of integrated curriculum within existing resources will significantly facilitate the implementation of the graduation requirements under WAC [180-51-061](#). The board strongly encourages districts to:

(a) Implement curriculum that includes courses that incorporate the best applied, theoretical, academic or vocational features as authorized under RCW [28A.230.010](#);

(b) Emphasize the integration of academic and vocational education in educational pathways as required under RCW [28A.655.060](#) (3)(c); and

(c) Consider using the model curriculum integrating vocational and academic education as it is developed by the superintendent of public instruction under RCW [28A.300.235](#).

**NOTE: Must amend subsection (3)(b): RCW 28A.655.060(3)(c) repealed in 2004.**



Note: All State Minimums set by SBE except for two set by Legislature:  
Certificate of Academic Achievement, and study of Federal and Washington State Constitutions.

**Highlights of the new state minimum  
high school graduation requirements:**

- The new state minimum high school graduation requirements will be implemented starting with the ninth grade class of 2004 (graduating Class of 2008).
- Districts retain their authority to establish graduation requirements beyond those set by the State Board of Education.
- The total number of minimum state credits for high school graduation remains at 19.
- One of the required 19 credits shall be in the **Arts**, which may be satisfied in the visual or performing arts (see page 7). This credit may not be substituted.
- **Health and Fitness** – The two-credit graduation requirement in physical education is changed to two credits in Health and Fitness.
- **Occupational Education** – The one credit graduation requirement was redefined in 2000. That redefinition carries forward.
- Two non-credit requirements (at the state level) are established:
  - ➡ **Culminating Project** – Each student shall complete a culminating project for graduation. This project consists of students demonstrating both their learning competencies and preparations related to learning goals three and four. Districts shall define the process to implement this graduation requirement.
  - ➡ **High School and Beyond Education Plan** – Students shall have an education plan for their high school experience, including what they expect to do the year following graduation.
- The Certificate of Academic Achievement (CAA) graduation requirement takes effect beginning with the graduating class of 2008. It is earned by passing the high school WASLs in reading, writing, and mathematics (science added in 2010).
- WASL scale scores and levels achieved are posted on the state standardized transcript beginning with the graduating Class of 2006.

## **ARTS GRADUATION REQUIREMENT BACKGROUND.**

In Fall 2004, for students who begin the ninth grade that school year (the graduating Class of 2008), new state minimum high school graduation requirements take effect. One of the new requirements is a credit in the visual or performing arts. This new requirement cannot be replaced by coursework in another subject area. The requirement can be found in [WAC 180-51-061](#). Use Benchmark 3 EALRs (or higher).

**QUESTION:** What is/are “visual arts?”

**ANSWER:** Visual Arts examples include and are not limited to: sculpting, ceramics, glass, painting, calligraphy, drawing/ sketching, photography, film, video, TV, animation, holography, graphic design, printmaking, etc.

Visual Art forms are created by people with and through multi-medium materials, with animate and inanimate objects. Objects can be felt and described. Visual Arts require a person to see them for ultimate communication.

**QUESTION:** What is/are “performing arts?”

**ANSWER:** Performing Arts examples include and are not limited to: music, opera, dance, theatre, film, mime, comedy, puppets, performed poetry.

Performing Arts are art forms that are expressed by people that involve all five senses. The people are the art form and the medium.

- For more information on the administration of the arts in Washington Schools visit the Office of Superintendent of Public Instruction [Arts home page](#). or contact:

**AnnRené Joseph, Program Supervisor, The Arts** (Dance, Music, Theatre, and Visual Arts), OSPI (360) 725-6365 -- FAX: (360) 725-6017 --  
[ajoseph@ospi.wednet.edu](mailto:ajoseph@ospi.wednet.edu)

**QUESTION:** Does the one credit graduation requirement in Occupational Education have to be met in an approved Career and Technical Education (CTE) course and be provided by a CTE-certificated instructor?

**ANSWER:** The State Board's interpretation of its Occupational Education one credit graduation requirement --- as it pertains to the statement, "*...shall align with the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the office of the superintendent of public instruction,*" --- is that it refers to the definition of an exploratory course from the Preamble to the OSPI standards. The Preamble states:

Exploratory courses are for secondary students who want to investigate a broad range of career options within a pathway. Students who enroll in exploratory courses:

- Demonstrate the application of essential academic learning requirements in context of preparing for work.
- Demonstrate occupational specific skills.
- Demonstrate knowledge of more than one career option within a chosen pathway.
- Demonstrate employability and leadership skills.

A non-CTE course can meet the Occupational Education one credit graduation requirement as long as it delivers the four outcomes stated above.



### Related Policies

- Determination of student achievement in the subject areas not assessed by the secondary Washington Assessments of Student Learning (high school WASLs) remains a local decision.
- Currently, a high school credit is awarded for 150 hours of planned instructional activities approved by the school district. School districts now have the additional **discretion to award high school credit based on clearly identified competencies** that are locally determined through district policy and **do not** have to be tied to a specific number of hours of instruction. (Concern expressed by districts is fear of being fiscally penalized by going this route. Draft legislation proposing a (fiscal) hold-harmless pilot program to encourage districts or schools to award credit on a competency basis is included on pages 41–43.)
- Each school district board of directors must develop a written policy regarding the recognition and acceptance of earned credits. The building principal or designee could determine, subject to the district policy, whether or not a credit meets the district's standards for recognition and acceptance of a credit.

## **WAC 180-51-061**

“The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content”

### A Curriculum Requirement vs. A Graduation Requirement

Subject area content within the minimum 19 credits must include, at a minimum, the Essential Academic Learning Requirements (EALRs) at Benchmark III and a level of content rigor beyond Benchmark III that is determined locally.

### **APPLIES TO:**

English  
Mathematics  
Science  
Social Studies  
Health & Fitness  
Arts

**This is a great opportunity for districts and schools to communicate and work with higher education on the post-Benchmark III content rigor.**

<b>WAC 180-51-060</b> Effective for students who begin the ninth grade <b>before the 2004-05 school year</b>				<b>WAC 180-51-061</b> Effective for students who begin the ninth grade <b>beginning the 2004-05 school year</b>			
<b>SUBJECT AREA</b>	<b>MINIMUM STATE CREDITS</b>	<b>ESSENTIAL CONTENT</b>	<b>ASSESSMENT INCLUDES</b>	<b>SUBJECT AREA</b>	<b>MINIMUM STATE CREDITS</b>	<b>ESSENTIAL CONTENT</b>	<b>ASSESSMENT INCLUDES</b>
English	<b>3.0</b>	Locally determined	Locally determined, plus secondary WASL	English · Reading · Writing · Comm  Student Learning Goal 1	<b>3.0</b>	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined, plus secondary WASLs for the CAA beginning with Class of 2008 (reading and writing)
Mathematics	<b>2.0</b>	Locally determined	Locally determined, plus secondary WASL	Mathematics   Student Learning Goal 2	<b>2.0</b>	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined, plus secondary WASL for the CAA beginning with Class of 2008

<b><u>WAC 180-51-060</u></b>				<b><u>WAC 180-51-061</u></b>			
Effective for students who begin the ninth grade <b>before the 2004-05 school year</b>				Effective for students who begin the ninth grade <b>beginning the 2004-05 school year</b>			
<b>SUBJECT AREA</b>	<b>MINIMUM STATE CREDITS</b>	<b>ESSENTIAL CONTENT</b>	<b>ASSESSMENT INCLUDES</b>	<b>SUBJECT AREA</b>	<b>MINIMUM STATE CREDITS</b>	<b>ESSENTIAL CONTENT</b>	<b>ASSESSMENT INCLUDES</b>
Science  Lab science	<b>2.0</b>  1.0  <u>NOTE:</u> 1 of the 2 credits must be in lab science.	Locally determined	Locally determined	Science  Physical Life Earth   Student Learning Goal 2	<b>2.0</b>      <u>NOTE:</u> 1 of the 2 credits must be in lab science.	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined, plus secondary WASL for the CAA beginning with Class of 2010

<b><u>WAC 180-51-060</u></b>				<b><u>WAC 180-51-061</u></b>			
Effective for students who begin the ninth grade <b>before the 2004-05 school year</b>				Effective for students who begin the ninth grade <b>beginning the 2004-05 school year</b>			
<b>SUBJECT AREA</b>	<b>MINIMUM STATE CREDITS</b>	<b>ESSENTIAL CONTENT</b>	<b>ASSESSMENT INCLUDES</b>	<b>SUBJECT AREA</b>	<b>MINIMUM STATE CREDITS</b>	<b>ESSENTIAL CONTENT</b>	<b>ASSESSMENT INCLUDES</b>
Social Studies	<b>2.5</b>	Locally determined	Locally determined	Social Studies	<b>2.5</b>	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined
US Hist/Govt	1.0			. Civics			
Wa St Hist/Govt	.5			. History			
Contemp Wrld	1.0			. Geography			
Hist/Geog & Problems				Student Learning Goal 2			
<u>NOTE:</u> The 2.5 credits is distributed as indicated.							



<b>WAC 180-51-060</b> Effective for students who begin the ninth grade <b>before the 2004-05 school year</b>				<b>WAC 180-51-061</b> Effective for students who begin the ninth grade <b>beginning the 2004-05 school year</b>			
SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES	SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES
Occupational Education	1.0	Locally determined	Locally determined	Occupational Education  "means credits resulting from a series of learning ex- periences designed to assist the student to acquire and demonstrate competency of skills under student learn- ing goals three and four, and which skills are required for success in current and emerging occupations. Programs meeting the vocational- technical education program approval standards adopted by the super- intendent of public instruction meet this definition	1.0	"General work skills": Student competencies aligned with learning goals three and four and, as appropriate, the program approval standards adopted by the superintendent of public instruction for exploratory or preparatory vocational-technical education courses	Locally determined

<u>WAC 180-51-060</u> Effective for students who begin the ninth grade <b>before the 2004-05 school year</b>				<u>WAC 180-51-061</u> Effective for students who begin the ninth grade <b>beginning the 2004-05 school year</b>			
SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES	SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES
Restricted Elective in the Subjects Above or in Fine, Visual, or Performing Arts	1.0		Locally determined	Arts	1.0	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content  May be satisfied in the visual or performing arts	Locally determined
				Student Learning Goal 2			
Electives	5.5	Locally determined	Locally determined	Electives	5.5	Locally determined	Locally determined
<b>TOTAL CREDITS</b>	<b>19.0</b>			<b>TOTAL CREDITS</b>	<b>19.0</b>		
				Culminating Project	---	Locally determined	Locally determined
				High School and Beyond Education Plan	---	Locally determined	Locally determined
				Certificate of Academic Achievement	---	EALRs	WASLs WAAS



# SBE POLICY: WAC 180-51-061

## Footnotes

<sup>1</sup> See WAC 180-51-050 for definition of high school credit.

<sup>2</sup> See WAC 180-51-063 for effective date.

<sup>3</sup> The study of Washington state history and government is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state. The study of the U.S. and Washington state Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal pursuant to written district policy. Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. For purposes of the Washington state history and government requirement only, the term "secondary school students" shall mean a student who is in one of the grades seven through twelve.

<sup>4</sup> Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies.

<sup>5</sup> Locally determined assessment means whatever assessment or assessments, if any, the district determines are necessary.

# SBE POLICY: WAC 180-51-061

## Footnotes

(continued)

- <sup>6</sup> The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally pursuant to WAC 180-51-025. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement pursuant to RCW 28A.230.050. Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement. "Directed athletics" shall be interpreted to include community-based organized athletics.
- <sup>7</sup> Study in a world language other than English or study in a world culture may satisfy any or all of the required electives.
- <sup>8</sup> Each student shall complete a culminating project for graduation. The project consists of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.
- <sup>9</sup> Each student shall have an education plan for their high school experience, including what they expect to do the year following graduation.

**RCW 28A.230.090(1)(b)**

“The certificate of academic achievement . . . or the certificate of individual achievement . . . are required for graduation from a public high school but are not the only requirements for graduation.”

The CAA and CIA are  
**NOT EQUIVALENT**  
to the diploma!

Below is a summary of 3ESHB 2195 as passed by the 2004 Legislature.  
The summary was put together by legislative and OSPI staff.

**3ESHB 2195 Student Academic Standards**  
**As Passed Senate 03/04/04: 47-0**  
**House concurred with Senate amendments on 03/05/04**  
**House Passed on 03/08/04: 92-2-4ex**

**SUMMARY**

**CERTIFICATE OF ACADEMIC ACHIEVEMENT:**

- Renames the Certificate of Mastery -- the Certificate of Academic Achievement (CAA).
- A certificate is earned through success on the reading, writing, & math sections of the high school WASL and, with the exception of some special education students, is required for public high school graduation beginning in 2008.
- Science is added to the certificate and graduation requirements in 2010.
- A student's transcript will include his or her highest score and WASL level and will note whether a student earned the CAA through passing the WASL or through an alternative assessment.
- A student who exceeds the state standard (level four) in any content area will receive a special scholar's designation on the transcript in that content area.
- Students may also earn the certificate through success on an alternative assessment.
- Private and home-schooled students are not subject to the requirement.

**RETAKES:**

- **2004:** Beginning with the 2004-05 school year, retakes of WASL will be available, subject to funding.
- **2006:** Beginning no later than September, students may retake the assessment up to four times in those content areas in which they were unsuccessful, at no cost to the students.
- Students who are successful but who wish to improve their results must pay to retake the test.

**ALTERNATIVE ASSESSMENTS:**

- **2004:** SPI will report to the Legislature with proposed alternative means for students to demonstrate mastery of the state standards, perhaps including an appeals process.
- Alternative assessments must be comparable to the WASL in rigor.
- Alternative assessments must be approved by the Legislature prior to use.

**SPECIAL EDUCATION STUDENTS:**

- School districts may use assessments other than the high school WASL for special education students who cannot participate in the WASL, even with accommodations.
- Students may earn a Certificate of Individual Achievement using multiple ways to demonstrate their skills and abilities commensurate with their IEPs.
- The student's transcript will indicate whether the student earned a Certificate of Academic Achievement or a Certificate of Individual Achievement.

Below is a summary of 3ESHB 2195 as passed by the 2004 Legislature.  
The summary was put together by legislative and OSPI staff.

**continued**

**STUDENT PLANS:**

- Students (grades 8-12) who are not successful on the WASL must have a plan to meet the state standards and graduate. The plan must be shared with parents annually.
- All fifth grade students who were not successful on the WASL must have a plan. The plan, and progress toward its completion, will be shared with parents preferably through a conference.
- The decision on tying a diploma to a high school and beyond plan will be made locally.

**LIMITED ENGLISH PROFICIENT STUDENTS:**

- **2004:** SPI and the Community College Board will develop and report to the legislature on a continuing ed program for ELL students who do not achieve the certificate but are age-appropriate for college.

**CUT SCORES/STUDENT PERFORMANCE SCORES:**

- Accountability Commission to adopt performance standards for the certificate, considering in its deliberative process the standard error of measurement and conjunctive and compensatory models.
- The Accountability Commission must present proposed changes in cut scores/performance standards on the high school WASL to the Legislature in time for it to act before the change is implemented.

**STUDIES:**

- **2004:** SPI to report on alternative means, including an appeals process.
- **2004:** SPI to recommend best practices to help students who need assistance to meet requirements.
- **2004:** By November, the SBE and SPI will provide to the Legislature all available information, studies, and analyses on the validity and reliability of the high school assessment system, especially as it pertains to the use of the system for individual student decisions.
- **2004:** By December, the House and Senate Ed Committees will obtain information and conclusions from experts on validity and reliability of the WASL for individual student decisions.
- **2010:** SPI will report to the Legislature and the Accountability Commission on the effect of the certificate requirements on dropout rates.

Below is a summary of 3ESHB 2195 as passed by the 2004 Legislature.  
The summary was put together by legislative and OSPI staff.

**continued**

### **GOAL II ASSESSMENTS:**

- **2004:** By September 1, SPI will report on assessment options and other strategies to assure continued support to the EALRs in social studies, the arts, and health and fitness. The options will include recommendations for a timeline and classroom assessments in these content areas.
- **2005:** Voluntary assessments must be available.
- **2009:** Districts must have assessments or other strategies in place in these content areas.
- SPI will post lists of resources and model assessments in these content areas.

### **ASSESSMENT INFORMATION:**

- SPI must provide as much individual student assessment information as possible.
- SPI must identify and disclose to teachers and parents the grade level expectations (GLEs) that will be assessed on the WASL.
- SPI must provide teachers with easily administered and scored diagnostic tools.
- SPI must post on its website any grade level expectations that will be used to construct the WASL.
- **2004:** SPI to report on feasibility of returning WASL results in same school year.
- **2005:** SPI to report on alignment of the EALRs and WASLs in reading and writing.
- **2006:** SPI to report on alignment of the EALRs and WASLs in science.
- **2006:** Assessment results must show academic gain of each student from one school year to the next.

### **ESSENTIAL ACADEMIC LEARNING REQUIREMENTS:**

- SPI must review and prioritize EALRs and identify grade level expectations and, if funded, include independent research on alignment.
  - **2004:** Reading, writing, and math
  - **2005:** Science
  - **2008:** Arts and social studies
  - **2009:** Health & Fitness

### **REPEAL:**

- Changes: RCW 28A.655.060 is repealed and language in that statute that is not duplicated elsewhere in RCW 28A is added back in, except for the requirement for SBE to determine validity and reliability and a requirement that districts provide educational pathways.

## **State Standardized High School Transcript**

By Law: State Board required to develop it.  
(RCW 28A.305.220)

By Law: Must be used by public schools.  
(RCW 28A.305.220)

The State Board of Education has adopted a new transcript rule affecting the authorized information elements and the transcript format.

See pages 30-32.

Effective Fall 2005

**WAC 180-57-070 - Mandatory high school transcript contents--Items--**

**Timelines.** (1)(a) The standardized high school transcript shall contain only the information listed in subsection (2) of this section in order to meet the statutory requirements under RCW 28A.305.220 for a statewide standardized transcript.

(b) Any other information the district or school may desire to include may be stapled to the transcript or otherwise provided with the transcript. Information that is not listed below shall not be included on the state standardized transcript:

(2)(a) Authorized and required transcript information effective now:

(i) The student's legal name (last name, first name, and middle name(s) or middle initial(s)), and other or former names used;

(ii) The name(s) of parent(s) or guardian(s);

(iii) The student's birth date (mm/dd/yyyy);

(iv) The student's school district identification number (if applicable);

(v) The school name, address, phone number, and name of the school district issuing the transcript;

(vi) A list of previous schools attended where credit was attempted (school name, city, state, and month and year of entrance and exit);

(vii) The student's academic history for all high school level courses attempted, including courses taken under RCW 28A.230.090(4) and including those courses where a student has withdrawn, and listed by report period for the grade level (month and year), course code and description, marks/grades earned as defined in WAC 180-57-050 (a mark/grade of "W" will be used to indicate a withdrawal from a course), credits attempted and earned as defined in WAC 180-57-040, grade point average as defined in WAC 180-57-055, and a report period and cumulative summary of the student's high school level academic history.

(viii) Credits attempted for courses taken more than once to improve a grade/mark may count only once toward the number of credits required for graduation, except that credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. For the purpose of this subsection, districts and schools shall not convert letter grades to grades/marks not used in the grade point average calculation.

(b) Authorized and required additional transcript information effective beginning with the graduating class of 2006:



(i) The following courses, for which college credit can be earned, shall be designated on the transcript with the designation coding indicated. Courses completed and credits earned through running start shall be noted with an "R" designation.

Courses completed and credits earned through advanced placement shall be noted with an "A" designation. Courses completed and credits earned through college in the high school shall be noted with a "C" designation. Courses completed and credits earned through an international baccalaureate program shall be noted with an "I" designation. Courses completed which earn college credit through tech prep and/or the corresponding credits or certification earned shall be noted with a "T" designation. Courses that meet or satisfy higher education coordinating board core course requirements shall be noted with a "B" designation. Courses completed and credits earned through an honors option shall be noted with an "H" designation;

(ii)(A) Notation of the student's actual highest scale score and level achieved for each content area on the Washington assessment of student learning (noting month and year);

(B) Notation that the Washington assessment of student learning was not taken if the Washington assessment of student learning was not taken;

**[NOTE: This subsection was amended by the State Board at its May 2005 meeting—to be made permanent at its August 2005 meeting—to read: “(B) Notation ((that)) of “no score” if the Washington assessment of student learning was not taken ((if the Washington assessment of student learning was not taken));”]**

(C) Notation of the student's actual highest level achieved on the Washington alternate assessment system (WAAS) that has been taken by a student eligible to take the WAAS (noting month and year);

(c) Authorized and required additional transcript information effective beginning with the graduating class of 2008:

(i) Notation that the high school and beyond plan graduation requirement was met (noting month and year) or not met by the student;

(ii) Notation that the culminating project graduation requirement was met (noting month and year) or not met by the student; and

(iii) Notation that the certificate of academic achievement graduation requirement was met (noting month and year) or not met by the student in one of the following ways:

(A) Based on the student's actual highest scale score and level achieved for each content area of the Washington assessment of student learning.

A "scholar designation" shall be noted on the transcript when a student achieves level four on each content area on the Washington assessment of student learning on the first attempt at taking each content area assessment.

(B) Based in whole or in part on the student's results on an alternative assessment approved by the legislature under section 101(7), chapter 19, Laws of 2004, including the student's actual highest earned performance rating on the alternate assessment (noting month and year);

(C) Notation that the certificate of individual achievement graduation requirement was met (noting month and year) or not met by the student based on the student's results on an assessment of the objectives in the student's individual education plan using the Washington alternate assessment system (WAAS).

(3) Each issuance of the transcript shall include a report date (mm/dd/yyyy), graduation date (noting month and year), end of transcript record (signifying no more authorized data), office of superintendent of public instruction (OSPI) transcript form version number, and page number ('x' of 'y').

(4) The signature of the authorized school official (name, title, and date) and seal of the district, if available. The signature of the authorized school official may be affixed electronically, subject to a written district policy that addresses signature security and assures that the authorized school official acknowledges, in writing, that affixing their signature electronically to the transcript is a legal and binding action.

Possible future State Board transcript work:

A competency-based transcript

An electronic transcript

Use of uniform  
course titles and numbers

FLEXIBILITY	
CITE	KEY LANGUAGE
RCW 28A.230.010	“School district boards of directors shall identify and offer courses with content that meet or exceed: . . . Such courses may be applied or theoretical, academic or vocational.”
RCW 28A.230.120	School districts shall issue diplomas to students signifying graduation from high school upon the students’ satisfactory completion of all local and state graduation requirements.
WAC 180-51-020	Districts can establish graduation requirements beyond those set by the State Board of Education.
WAC 180-51-025	The content of courses and the determination of which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement shall be determined locally in accordance with written policies adopted by boards of directors of districts:. . .
WAC 180-51-061	The 1 credit <b>ART</b> requirement can be in visual or performing arts.
WAC 180-51-061	The 2 credit requirement in <b>HEALTH &amp; FITNESS</b> can be divvied up as determined locally.
WAC 180-51-061 Footnote #8	Districts have virtually carte blanche control how to implement the <b>CULMINATING PROJECT</b> requirement.
WAC 180-51-061 Footnote #9	Districts have carte blanche control how to implement the <b>HIGH SCHOOL &amp; BEYOND PLAN</b> requirement.
	Unless the subject is subject to the WASLs, districts and schools control the assessment process for determining if a student has satisfactorily met state and local graduation requirements.
WAC 180-51-050(1)(b)	Districts have authority to award high school credit via identified competencies NOT tied to minimum number of hours of teaching.
WAC 180-51-050(6)	Districts have carte blanche authority how to craft their required policy on recognizing and accepting credit students bring in from elsewhere.
WAC 180-51-061	Districts determine how to identify high school content rigor beyond Benchmark 3.
WAC 180-57-070	Authority for districts/high schools to attach supplemental information to the state standardized high school transcript.
WAC 180-18-030	Waiver from total instructional hour offerings requirement.
WAC 180-18-040	Waiver from 180 day school year requirement.
WAC 180-18-040	Waiver from K-3/4-12 student:teacher ratio requirement.
WAC 180-18-055	Waiver for alternative high school graduation requirements.

## **RCW 28A.230.130**

(1) All public high schools of the state shall provide a program, directly or in cooperation with a community college or another school district, for students whose educational plans include application for entrance to a baccalaureate-granting institution after being granted a high school diploma. The program shall help these students to meet at least the minimum entrance requirements under RCW 28B.10.050.

(3) The state board of education, upon request from local school districts, may grant waivers from the requirements to provide the program described in subsections (1) and (2) of this section for reasons relating to school district size and the availability of staff authorized to teach subjects which must be provided. In considering waiver requests related to programs in subsection (2) of this section, the state board of education shall consider the extent to which the school district has offered such programs before the 2003-04 school year.

<b>WAC 180-51-061</b> <b>Effective for students who begin the ninth grade</b> <b>beginning the 2004-05 school year</b>				<b>Higher Education Coordinating Board</b> <b>Minimum College Admission Requirements</b>	
SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES	SUBJECT AREA	MINIMUM CREDIT AND CONTENT REQUIREMENTS
English . Reading . Writing . Comm  <b>Student Learning Goal 1</b>	<b>3.0</b>	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined, plus secondary WASLs for the CAA beginning with Class of 2008 (reading and writing)	English	<b>4</b> (3 in literature and composition; 1 year may be satisfied by courses such as drama in literature, public speaking, debate, journalistic writing, business English, or 1 course in ESL)
Mathematics  <b>Student Learning Goal 2</b>	<b>2.0</b>	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined, plus secondary WASL for the CAA beginning with Class of 2008	Math	<b>3</b> (at the level of algebra, geometry, and advanced algebra [2 <sup>nd</sup> level])  <div style="border: 1px solid black; padding: 5px;"> <b><u>POSSIBLE CHANGE FOR FALL 2008 ADMISSION:</u></b>  <b>4 years and student chooses between two optional sequences:</b> <ul style="list-style-type: none"> <li>• Successful completion of math through Intermediate Algebra (or Integrated Math III) and a year of elective math, algebra-based science or statistics in the final year of high school; or</li> <li>• Successful completion of math through calculus.</li> </ul> </div>
Science . Physical . Life . Earth  <b>Student Learning Goal 2</b>	2.0  NOTE: 1 of the 2 credits must be in lab science.	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined, plus secondary WASL for the CAA beginning with Class of 2010	Science	<b>2</b> (1 full year of basic principles of biology, chemistry, or physics with a lab experience [e.g., both semesters in the same field]; or equivalent, e.g., principles of technology, chemistry in the community)  <div style="border: 1px solid black; padding: 5px;"> <b><u>CHANGE FOR FALL 2008 ADMISSION:</u></b>  <b>2 years of lab-based science, including 1 year of understanding and using algebra.</b> </div>

<b>WAC 180-51-061</b> <b>Effective for students who begin the ninth grade</b> <b>beginning the 2004-05 school year</b>				<b>Higher Education Coordinating Board</b> <b>Minimum College Admission Requirements</b>	
<b>SUBJECT AREA</b>	<b>MINIMUM STATE CREDITS</b>	<b>ESSENTIAL CONTENT</b>	<b>ASSESSMENT INCLUDES</b>	<b>SUBJECT AREA</b>	<b>MINIMUM CREDIT AND CONTENT REQUIREMENTS</b>
<b>Social Studies</b> Civics History Geography <b>Student Learning Goal 2</b>	2.5	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined	Social Studies	<b>3</b> (in history or any of the social sciences, e.g., anthropology, contemporary world problems, economics, geography, government, political science, psychology, sociology)
<b>Health and Fitness</b> <b>Student Learning Goal 2</b>	2.0	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined	Foreign Language	<b>2</b> (in a single language, including American Sign Language, a Native American language, or a language other than English if the student entered the U.S. education system at grade eight or later)
<b>Arts</b> <b>Student Learning Goal 2</b>	1.0	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content  May be satisfied in the visual or performing arts	Locally determined	Fine, visual, or performing arts; or academic electives	<b>1</b> includes: study in art appreciation, band, ceramics, choir, dance, dramatic performance and production, drawing, fiber painting, photography, pottery, print making, and sculpture (or college prep elective from the list above)

<b>WAC 180-51-061</b> <b>Effective for students who begin the ninth grade</b> <b>beginning the 2004-05 school year</b>				<b>Higher Education Coordinating Board</b> <b>Minimum College Admission Requirements</b>	
<b>SUBJECT AREA</b>	<b>MINIMUM STATE CREDITS</b>	<b>ESSENTIAL CONTENT</b>	<b>ASSESSMENT INCLUDES</b>	<b>SUBJECT AREA</b>	<b>MINIMUM CREDIT AND CONTENT REQUIREMENTS</b>
Occupational Education  "means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goals three and four, and which skills are required for success in current and emerging occupations. Programs meeting the vocational-technical education program approval standards adopted by the superintendent of public instruction meet this definition	1.0	"General work skills": Student competencies aligned with learning goals three and four and, as appropriate, the program approval standards adopted by the superintendent of public instruction for exploratory or preparatory vocational-technical education courses	Locally determined	---	---



<b>WAC 180-51-061</b> <b>Effective for students who begin the ninth grade</b> <b>beginning the 2004-05 school year</b>				<b>Higher Education Coordinating Board</b> <b>Minimum College Admission Requirements</b>	
SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES	SUBJECT AREA	MINIMUM CREDIT AND CONTENT REQUIREMENTS
Electives	5.5	Locally determined		---	---
<b>TOTAL CREDITS</b>	19.0			<b>TOTAL CREDITS</b>	<b>15.0</b>
Culminating Project	---	Locally determined		---	---
High School+ Education Plan	---	Locally determined		---	---
Certificate of Academic Achievement	---	State Determined	WASLs in Reading, Writing, Math (2008) and Science (2010)	Certificate of Academic Achievement	When it becomes effective as a formal state graduation requirement.

### **OTHER POSSIBLE CHANGES FOR FALL 2008 ADMISSION:**

- Students required to take at least three college preparatory classes in each year of high school, each lasting a full school year.
- Eliminate the statewide college Admission Index (cumulative GPA and scores on SAT or ACT). Retain minimum 2.0 GPA and submittal of SAT or ACT scores.

### **PURPOSE OF CHANGES:**

- Emphasize the content of high school study rather than the accumulation of credits and achieving a high GPA.
- Promote rigorous coursework all four years of high school.
- Encourage more rigorous academic preparation for college and reduce remediation rates.

## **RCW 28A.230.130**

(2) All public high schools of the state shall provide a program, directly or in cooperation with a community or technical college, a skills center, an apprenticeship committee, or another school district, for students who plan to pursue career or work opportunities other than entrance to a baccalaureate-granting institution after being granted a high school diploma. These programs may:

(a) Help students demonstrate the application of essential academic learning requirements to the world of work, occupation-specific skills, knowledge of more than one career in a chosen pathway, and employability and leadership skills; and

(b) Help students demonstrate the knowledge and skill needed to prepare for industry certification, and/or have the opportunity to articulate to postsecondary education and training programs.

(3) The state board of education, upon request from local school districts, may grant waivers from the requirements to provide the program described in subsections (1) and (2) of this section for reasons relating to school district size and the availability of staff authorized to teach subjects which must be provided. In considering waiver requests related to programs in subsection (2) of this section, the state board of education shall consider the extent to which the school district has offered such programs before the 2003-04 school year.

**AN ACT Relating to a performance-based school funding pilot program.**

(Drafted by Larry Davis with SBE permission.)

**SUPPORTING SHIFT TO AWARD OF CREDIT  
ON THE BASIS OF COMPETENCY VS. SEAT TIME**

NEW SECTION. Sec. 1. (1) The state board of education vision for education reform under WAC 180-51-001 includes the following perspectives:

(a) The state is shifting from a time and credit-based system of education to a standards and performance-based education system. Certain ways of thinking about time must shift in order to support the on-going implementation of school reform. The board's long-term vision of a performance-based education system includes:

(b) No references to grade levels or linking a student's educational progress to a particular age. Instead, learning is viewed in terms of developmental progress, academically and vocationally, so that while the curriculum may be sequential the student moves through it at her or his developmental pace, regardless of age; and

(c) An understanding that our concept of school needs to expand and take into account that education and learning are about connected learning experiences, which can and do occur inside and outside the physical boundaries of a school building.

(2) The state board of education intent of graduation requirements under WAC 180-51-003 is to establish minimum high school graduation requirements that appropriately balance:

(a) Statewide public expectations for all graduating students;

(b) High, meaningful, and fair requirements every student can meet; and

(c) The unique characteristics of and differing resources among the two hundred ninety-six school districts and over three hundred high schools in Washington.

(3) The state board of education has adopted a policy by rule that permits school districts the optional discretion to define and award high school credit based on demonstrated performance that is not tied to a state minimum number of hours of instruction or instructional activities. Specifically, under WAC 180-51-050(1)(b), high school credit may be awarded on the basis of satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy.

(4)(a) The legislature finds that current funding formulas fund time, not necessarily learning. The legislature further finds that it must take a step toward developing funding formulas that are in alignment with the continuing implementation of a standards-based, performance-demonstrated education system.

(b) In order to support the interest of schools and districts to award competency credit as described in subsection (3) of this section, it is the intent of the legislature to establish a pilot funding model that encourage schools and districts to create competency-based learning programs and experiences for students.

NEW SECTION. Sec. 2. (1) There is hereby established a pilot program for the period beginning with the 2004-05 school year through the 2006-07 school year. Participation by a high school shall be at the discretion of the school district board of directors and requires that the district has adopted a written policy WAC 180-51-050(1)(b) authorizing the award of high school credit on the basis of competency.

(2) During the term of participation in the pilot program districts are authorized to report student enrollment under current state operating budget language, statutory provisions, and funding rules of the superintendent of public instruction, even though actual student learning time to earn competency credit under WAC 180-51-050(1)(b) may be more, or less, than the learning time required to earn credit under WAC 180-51-050(1)(a).

(3) Each school district, on an annual basis for the duration of its participation in the pilot program, may retain its regular basic education funding for students who complete state and local graduation requirements based on competency award of credit and receive a diploma sooner than would be normally expected or possible under a time-based credit award system.

(4) Basic education funds that are retained, that otherwise would have been reduced due to students graduating early, shall be used for district identified purposes in accord with the following priority considerations:

(a) Directed to the support of students who need more time to demonstrate satisfactory completion of all state and local graduation requirements, which support may include and is not limited to:

(i) Retaking all or a portion of the high school Washington assessments of student learning; or

(ii) Provision of reinstruction or remediation within the regular school calendar or through intersessions under a balanced student learning calendar; or

(iii) Counseling and guidance related to: a focus on improving the student's level of learning, performance, or growth; or making adjustments to the student's high school and beyond plan; or

(b) Other purposes that the district determines are consistent with the intent of this subsection.

NEW SECTION. Sec. 3. For the purposes of this act, the term "high school" shall include any school configuration that includes one or more of the grades nine through twelve or the equivalent of a four-year high school program, and may include grades seven and eight under the provisions of RCW 28A.230.090(4) and (5).

NEW SECTION. Sec. 4. (1) The superintendent of public instruction shall report annually to the education and fiscal committees of the legislature on the pilot program. The report shall include, at a minimum, the following information:

- (a) A list of all high schools and districts participating in the pilot program;
- (b) The number of students enrolled in each participating high school;
- (c) A list for each district, by high school, of the number of students who met the requirements for graduation early; and
- (d) A list identifying the use of retained basic education funds as provided under section 2(4) of this act.

(2) The annual report shall be submitted not later than the second Monday of January, beginning in 2005.

(3) The final report shall include an analysis of the impact of the funding allocation model and any recommendations regarding the continuation, modification, or discontinuation of the pilot program.

NEW SECTION. Sec. 5. The superintendent of public instruction shall adopt rules, as necessary, to carry out the provisions of this act.

NEW SECTION. Sec. 6. This act shall expire June 30, 2007.

## **SBE HISTORY**

The State Board of Education is one of the oldest institutions of Washington State government.

It has operated continuously since 1877, when it was created by the Legislature of the Territory of Washington.

The Board has been reconstituted five times by the State Legislature: 1897, 1909, 1947, 1992 and 2005.

In 1947, the Legislature established the lay board which exists until January 1, 2006.

## Washington State Governance System for Public Education

<b>Based in State Constitution</b>	<b>Based in State Statute K-12</b>	<b>Based in State Statute Higher Education</b>
Legislature	State Board of Education	Higher Education Coordinating Board
Governor	A+ Commission <b>[Sunsets June 30, 2005]</b>	Boards of Regents & Trustees for the six, four-year Universities and College
Superintendent of Public Instruction	Professional Educator Standards Board	State Board for Community and Technical Colleges
	Educational Service Districts	Boards of Trustees for the Community Colleges and Technical Colleges
	Washington State School Directors' Association	Workforce Training and Education Coordinating Board
	Local School Boards	

Perspective: Larry Davis, State Board of Education, November 2003

State Board of Education Members  
**Effective until December 31, 2005**

<b>11 statutory members</b>		
<b>MEMBERS (statutory)</b>	<b>HOW SELECTED</b>	<b>VOTING STATUS</b>
1 from each Congressional District	Elected by the members of the school boards of the districts therein, on a weighted student vote	Full vote on all matters
1 private schools representative	Elected by the members of the boards of the state approved private schools	Votes on matters pertaining to private schools
1–State Superintendent of Public Instruction	Ex officio member of the State Board	Votes only to break ties
<b>3 Non-Statutory Members</b>		
<b>MEMBERS (non-statutory)</b>	<b>HOW SELECTED</b>	<b>VOTING STATUS</b>
2–high school students	By Wa. Assoc. of Student Councils	No voting rights
1–Governor’s representative	Selected by the Governor	No voting rights

State Board of Education Members  
**Effective January 1, 2006**

<b>16 statutory members</b>		
<b>MEMBERS</b>	<b>HOW SELECTED</b>	<b>VOTING STATUS</b>
7 appointees	By the Governor with Senate confirmation	Full vote on all matters
5 elected	On a weighted student vote, <u>3 members from Western Washington</u> and <u>2 members from Eastern Washington</u> elected by the members of the school boards of Western and Easter Washington respectively.	Full vote on all matters
1 elected	Private schools representative elected by private schools	Full vote on all matters
2 students	Selected by Washington Association of Student Councils	No vote
1 ex official	State Superintendent of Public Instruction	Full vote on all matters



<h1 style="text-align: center;">State Board of Education</h1> <h2 style="text-align: center;">Statutory Responsibilities</h2>
<h3 style="text-align: center;">MAJOR POLICY AREAS</h3>
<p>Broad authority for the preparation and certification of teachers, administrators (principals, district program administrators, superintendents), and educational staff associates (school counselors, school psychologists, etc.) <b>NOTE: These duties transfer to the Professional Educator Standards Board on January 1, 2006.</b></p>
<p>Distribution authority for state matching funds for school construction (both new construction and modernization projects)</p>
<p>Establish state minimum high school graduation requirements (reviewed approximately every ten years)</p>
<p>School accreditation. By law, the “system” is voluntary and cannot be mandated by the Board. Two models are available to schools under SBE rules to seek accreditation (i.e., SBE process or the Northwest Association of Accredited Schools process).</p>
<p>Private school approval. Technically, private schools are required by law to seek State Board approval to operate.</p>
<p>School district boundaries. The Board has rule-making authority for state boundary policy. Final decision-making authority is with the Regional Committees on School District Organization (one in each educational service district – 9 altogether). Any Regional Committee decision can be appealed to the State Board.</p>
<p>Monitor and determine school district compliance with BEA requirements and consider and grant BEA waivers.</p>
<p><b>NOTE: Effective July 1, 2005, the duties of the Academic Achievement and Accountability (A+) Commission transfer to the State Board of Education.</b></p>

<b>State Board of Education Statutory Responsibilities</b>	
OTHER POLICY AREAS	
Every other year the Board conducts elections for ESD boards.	
Determine qualifications for school bus drivers.	
Immunization requirement.	
Uniform entry age to kindergarten and first grade.	
Central purchasing.	
Real property sales contracts.	
Pupil discipline and due process provisions.	
Annually approve the eligibility standards handbook of the WIAA (Washington Interscholastic Activities Association).	
Courses of study and equivalencies.	
Parents' rights regarding pupil testing and recordkeeping.	
Approve standardized tests used by homeschool parents.	
Library media centers.	
Teachers' responsibilities.	
Certify education centers.	
GED (determine eligibility for students age 16-19).	
Establish standardized transcript.	
Adult education.	
Determine remote & necessary school sites for state funding.	

**NOTE:** All SBE duties will be reviewed during the 2005 legislative interim by a legislative task force. Further statutory changes to SBE duties could be considered during the 2006 session.

**State Board of Education Members**

<b>POSITION</b>	<b>NAME</b>	<b>RESIDENCE</b>
1 <sup>st</sup> Congressional District	Roberta "Bobbie" May <b>Past President</b>	Redmond
2 <sup>nd</sup> Congressional District	Buck Evans	Marysville/Tulalip
3 <sup>rd</sup> Congressional District	Linda W. Lamb <b>SBE Liaison to Ex. Cmte.</b>	Olympia
4 <sup>th</sup> Congressional District	Phyllis Bunker Frank	Yakima
5 <sup>th</sup> Congressional District	Nancy Fike	Spokane
6 <sup>th</sup> Congressional District	Steve Floyd	Gig Harbor
7 <sup>th</sup> Congressional District	Dana C. Twilight	Seattle
8 <sup>th</sup> Congressional District	Carolyn Tolas <b>President</b>	Kent
9 <sup>th</sup> Congressional District	Warren T. Smith, Sr. <b>Vice President</b>	Spanaway
Private School Member	John "Jack" Schuster	Seattle
State Superintendent	Terry Bergeson <b>Chief Executive Officer</b>	Olympia
Eastern Washington Student Representative (Senior, 2005-06)	Gustavo (Gus) Ramos Pasco High School Pasco School District Franklin County	Pasco
Western Washington Student Representative (Junior, 2005-06)	Tiffany Thompson Klahowya Secondary School Central Kitsap School District Kitsap County	Seabeck

**NOTE:** Superintendent Bergeson and the students carry over as State Board members when the reconstitution takes effect January 1, 2006.

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